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ABSTRACT

Designed for use in a 1968 study of why adults learn, this interview schedule contains situation-description and question sheets for use by the interviewer and subject for examining thirteen reasons why adults begin and why they continue a learning project. (The study, "Why Adults Learn: A Study of the Major Reasons for Beginning and Continuing a Learning Project," is available as ED 025 688.) Introductory sheets instruct the subject (learner) to identify one thing he or she has spent several hours trying to learn within the past few months. Criteria are listed for its appropriateness (e.g., primary goal must not be completion of a course or requirement as part- or full-time study). Possible learning projects are suggested, e.g., speed reading, a sport or game, how to be a better parent, gardening, typing, driving a car. a research project. Interviewer sheets provide guidelines for helping the subject understand each factor (reason for learning) presented. Sheets for the subject focus on identifying which factors fit the learning project selected, and open-ended questions solicit specific related information. (JT)

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INTERVIEW SCHEDULE FOR STUDYING WHY ADULTS LEARN

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INTERVIEW SCHEDULE FOR ERIC DOCUMENT ED 025 688.

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This interview schedule was first prepared and revised in 1967 for a study conducted that spring. In order to help readers other than the research team understand the interview schedule, it was prepared in 1968 for wider distribution by adding to each sheet a page number plus the letter E or S to indicate whether that sheet was for the interviewer (E) or the learner (the subject, S). During the interviews, a second copy of many S sheets was provided for the interviewer to use while discussing that sheet.

This study was reported in 1968 in a mimeographed paper entitled "Why Adults Learn: A Study of the Major Reasons for Beginning and Continuing a Learning Project." (ED 025 688)

Identify yourself if necessary.

(I-E)

"In this research, we are interested in why adults begin a deliberate effort to learn certain knowledge and skill. During this interview we first will choose one thing you have tried to learn during the past few months, and I will then ask you certain ~~things~~ questions about it. The learning we select can involve any sort of information, knowledge, or skill at all. The only requirement is that you have spent several hours at the learning."

Use the list of subject matter if S does not soon think of one or two examples.

List the first two or three or four examples given. Check the criteria in the definition, either mentally or with S. Tell S about any criteria that eliminate his example; do not present the entire definition.

- several clearly related learning episodes (our definition specifies the meaning of these words)
- began less than nine months before the interview
- within some six-month period, S spent at least seven hours at the learning
- of these seven hours, at least five were spent at learning activities (rather than deciding whether to begin and continue, planning the learning activities, and arranging appropriate conditions for learning)
- the primary goal of the learning ~~goal~~ project is not the successful completion of a course or series of lessons, and the learning project is not required as part of full-time study
- S is at least 21 years old and has completed at least six months of further education or training after completing grade 12 (or he clearly has more than average intelligence)

Select one example. If you have a choice, you may eliminate any example that seems vague or difficult to discuss clearly. From the remaining examples, select the one that seems most important to S or that he is most enthusiastic about.

Some things that people learn

(2-5)

speed reading

a sport or game

how to be a better parent, wife, or husband; raising a child

a foreign language

finances; savings; stock market; deciding what to buy

gardening; nature; birds

human relations; leadership; social skills

musical instrument; painting; dancing

some aspect of present job; a new job

psychology; sociology; economics; history

understanding oneself; mental health

science; evolution; astronomy; space travel

appearance; clothes; posture; contact lenses; health

writing or speaking more effectively

typing

current events; world affairs; politics; peace; citizenship

ethics; religion; philosophy

geography; some region or country; travel

driving a car

logical thinking; creative problem-solving; memory

woodworking; home repairs; decorating

sewing; cooking

a research project

stamp collecting; photography; other craft or hobby

some area or field of knowledge

(3-5)

The knowledge and skill I tried to gain was:

Some examples of the learning episodes in my learning project are:

The first learning episode was:

These were <u>not</u> learning episodes:

Why did I want to learn the knowledge and skill? Why did I begin and continue the learning project? Some of my reasons, intentions, or expected benefits were:

(4-E)

S number :

Make certain that S is clear about each of the following, and that you and S agree on each of them.

Use the concepts and ideas in our definition of the phenomenon whenever these are useful. Have S fill in the mimeo sheet above the line for his own benefit only; say you will not collect it.

- the knowledge and skill

- for how long did he want to retain the knowledge and skill

- which episodes are included in the learning projects (his sheet also says, "These were <u>not</u> learning episodes:")

- the first learning episode (that is, the time at which the learning project began)

- whether the learning project has ended, has tapered off, is flourishing, etc.

- if it has ended or tapered, when did it happen

(5-E)

"Now, your first learning episode was .... This was the beginning of your learning project. Now we are going to talk about some of your reasons for beginning the learning project. I assume you made a fairly conscious decision to begin, and I am interested in why you began to learn. The bottom question on your mimeographed sheet asks you to jot down some of your reasons. Is this question clear enough for you to do that now?" (pause)

"Now, could you please summarize the things you have jotted down - just tell me the main reasons. We will do the details later."

Our purposes: to test S's understanding of the question, and for use during the next part of the interview. It is not necessary to jot down his responses; if you do, check after the interview that each response has been jotted down on the appropriate data sheet.

"Okay, thank you. This gives me a good general idea of the reasons for your trying to learn."

(t-E)

"In our research project, we have tried to work out some common reasons that people have for beginning and continuing a learning project. We have put these on several sheets, and want to discover which ones fit your learning project. Perhaps you had several reasons, or only one or two reasons."

"Right now, we are going to look at one of the reasons that some people have. Here is a sheet that describes this first reason. Please read it, and think about whether it was one of your reasons."

With each factor, follow the procedure outlined below.

1. Help S understand the factor. Do everything possible to make sure he does not confuse it with some other factor; also, each factor excludes all previous factors. Teach him our vocabulary and thinking whenever necessary. Help him see the possible relevance of the factor in his learning project by translating our terms into particular aspects of his project. Encourage him to jot notes right on the sheet if this will help him. Explain that we call him "the learner."
2. Ask him to discuss the top question with you. Test the appropriateness of his intended quantitative response and discuss it with him if he seems to not understand.
3. Discover (by much questioning and probing if necessary) and record the major particular details.

4. Repeat (2) and (3) for the middle question. Use the same data sheet to record any changes in the particular aspects.
5. Record his quantitative responses at the top of the sheet.
6. If his reply to the bottom question is YES, put his sheet in a special place for the end of the interview.

(7-5)

1. Sometimes a learner wants to gain certain knowledge and skill so that in some future situation he will be able to understand better what he is reading, hearing, or watching.

He anticipates some possible future situation in which he will be primarily receiving certain stimuli rather than doing (accomplishing) something. In other words, he will be reading, listening, observing, or trying to learn. While doing so, his new knowledge and skill will enable him to do so with greater understanding, insight, or appreciation.

Here are some examples to make this clearer:

1. He wants to be able to understand a certain lecturer or book better.

2. He studies music appreciation in order to benefit more from the next concert he attends.

~~3. He wants to maintain or improve his competence for future learning by exercising his mind now.~~

4. He is learning the technical terms in a certain field now so he will be able to read advanced books in the field.

5. He wants to understand a certain person's behaviour.

6. He wants to increase his understanding of certain topics in conversations or newspapers.

7. He expects to enjoy discussing the new ideas or information with a few people; he expects to spend most of his time listening rather than talking.

The person wants the greater understanding or insight for its own sake, rather than as a means to accomplishing something. He does not intend to use his greater understanding in order to impress or persuade other people, raise a child more successfully, or accomplish something else.

(8-5)

We are discussing the reasons that, at the time of the first learning episode, influenced your decision to begin the whole learning project. The reason described by the last sheet was:

a. very strong

b. fairly strong

c. weak, but definitely present

d. not present at all

Now think of your motivation for continuing the learning project when you were about halfway through it. During the project, this reason for continuing was:

a. very strong

b. fairly strong

c. weak, but definitely present

d. not present at all

Do you think this might have been the <u>strongest</u> reason for beginning? Or for continuing?

(9-E)

S number: Scale: begin: continuo: Factor number 1

1. Exactly what "receiving" situations were in your mind and consequently increased your desire to learn? Which were especially important? Were they in your mind at the beginning? If they arose between the beginning and the middle, what made them arise?

2. What aspects or subject matter did you want to understand better, and in what ways? What knowledge and skill did you think would be useful for this?

3. Why did you want to understand better?

4. (If "fairly" or "very" important) Describe (roughly or briefly if necessary) the chronological sequence of learning episodes and action episodes.

5. Since the beginning of the learning project, have there been any changes at all in any of these things we have talked about -- in addition to the changes we have already discussed?

Did S und this factor clearly? NO YES Couldn't distinguish___

In S's mind, did this factor seem vague rather than definite?
DEF VAGUE (explain) OTHER (explain)

2. Sometimes a learner tries to gain certain knowledge and skill because he faces some definite future situation in which he will be tested or examined on this knowledge and skill. He wants to prove to some other person that he does possess that knowledge and skill.

During the learning, the learner has in mind a certain situation that will not last longer than a few hours spread over one or two days.

Both the learner and the other person clearly regard the situation as definitely an examination situation - or at least as a brief situation in which the learner's task clearly is to demonstrate or prove his possession of the knowledge and skill.

(11-E)

S number: Scale: begin: continue: Factor number 2

1. Describe the examination situations. When did you decide to take the exam: before the beginning of the learning project - or later?

2. Who set the exam? Who evaluated your performance on it? Who or what determined the date of the exam?

3. Briefly, what information did you have beforehand about the format, content, level of difficulty, and other characteristics of the exam? Briefly, how did you get this information?

4. What knowledge and skill did you try to gain for the exam?

5. Why did you want to pass the exam, or do even better than just pass it? (intensive detail not necessary)

6. Describe the chronological sequence of learning episodes and examination episodes.

7. Since the beginning of the learning project, have there been any changes at all in any of these things we have talked about -- in addition to the changes we have already discussed?

Did S und this factor clearly? NO YES Couldn't distinguish___

In S's mind, did this factor seem vague rather than definite?
DEF VAGUE (explain) OTHER (explain)

(12-5)

3. Sometimes a learner tries to gain certain knowledge and skill in order to pass it on to another person or to several people. The learner's goal is to increase the knowledge and skill of one or more other people.

The learner expects to impart the knowledge and skill by means of a speech, conversation, written article or summary, lecture, lesson, showing someone how to do the skill, or other method.

(13 E

S number: Scale: begin: continue: Factor number 3

1. What people and what situations were in your mind and increased your desire to learn? (Specify method for each situation.) Which were especially important? Which were in your mind (and increased your desire to learn) at the beginning of the learning project? When and how did the others arise?

2. What knowledge and skill did you want to impart?

3. Why did you want the people to have this knowledge and skill? (Intensive detail not necessary)

4. Who or what determined when each especially important imparting situation occurred? Or will do so? How likely or probable did you think its occurrence was (below, in; or above the 40-60% range)?

5. (If "fairly" or "very" important) Describe (roughly or briefly if necessary) the chronological sequence of learning episodes and action episodes.

6. Since the beginning of the learning project, have there been any changes at all in any of these things we have talked about -- in addition to the changes we have already discussed?

Did S und this factor clearly? NO YES Couldn't distinguish___

In S's mind, did this factor seem vague rather than definite?
DEF VAGUE (explain) OTHER (explain)

(14-5)

4. Sometimes a person wants to do something, and he learns in order to do so -- or in order to do so more effectively.

That is, he tries to gain certain knowledge and skill because he wants to apply it directly in order to do something, accomplish something, produce something, or decide something. Or to do something better.

Or he wants to use the skill in order to play some sport or musical instrument at a better level than he could without learning.

Or he wants to talk successfully in conversations about a certain topic. Or he wants to do a good job while giving a speech, while teaching, or while defending his actions and decisions.

The knowledge and skill is a means or a tool for dealing successfully with some task, situation, decision, or activity. First he learns; then he applies or uses the knowledge and skill.

Please remember that each of these sheets excludes the reasons described on all previous sheets.

(15-E)

S number: Scale: begin: continue: Factor number 4

1. At the beginning of the learning project, exactly what situations or applications were in your mind and increased your desire to learn? That is, what did you want to do or accomplish; what were your tasks or decisions? Which were especially important?

2. Between the beginning and the middle of your learning project, did some additional possibilities come to your mind and increase your desire to learn? Which were especially important? Indicate any in which the application or situation occurred, and thus increased your desire to learn, though you had not expected it to occur or had not expected it to increase your motivation.

3. Who or what determined when each especially important application or situation occurred? Or will do so? How likely or probable did you think its occurrence was (below, in, or above the 40-60% range)?

4. What knowledge and skill did you expect to apply or use?

5. (If "fairly" or "very" important) Describe (roughly or briefly if necessary) the chronological sequence of learning episodes and action episodes.

6. Since the beginning of the learning project, have there been any changes at all in any of these things we have talked about -- in addition to the changes we have already discussed?

Did S und this factor clearly? NO YES Couldn't distinguish ___

In S's mind, did this factor seem vague rather than definite?
DEF VAGUE (explain) OTHER (explain)

(16-5)

5. Sometimes a learner receives some pleasure or benefit <u>because some other person is aware that he is learning</u>, or is at least <u>trying</u> to learn.

For example, that other person may praise or reward him because he apparently is trying to learn.

Or the learner may avoid some punishment or scorn if the other person is aware that he is reading, practising, or performing certain other learning activities.

Or he may maintain someone's friendship by showing some interest (real or apparent) in certain subject matter or activities. For example, the learner's wife may be pleased that he is using a "learn-to-paint" kit that she gave him.

Or the learner may be pleased when other people realize that he is able to learn very <u>successfully</u>. For example, perhaps someone predicted that he could not easily and quickly learn a certain skill.

The learner wants people to be aware of his interest, his attempts to learn, or his ability to learn (rather than the resulting knowledge and skill, as in an examination situation).

(17-1

S number: Scale: begin: continue: Factor number 5

1. Let's list each person by jotting down two or three details about him or her; for example, "the man who lives next door" or "best friend". (Include the total number of people).

2. Why did you care about what these individuals thought or knew about your learning? (Two questions here: why care plus why these individuals.)

3. To what extent did you want them to be aware of

   -- your attempts to learn, regardless of subject matter
   -- your attempts to gain certain subject matter
   -- your interest in certain subject matter, regardless of whether you retained it
   -- your interest in certain activities or materials
   -- your success, speed, or progress
   -- your resulting level of knowledge and skill

   Give the particular details of each one:
   precisely what did you want them to be aware of? Which of these things were especially important?

4. Were you trying to make them aware of something that did not actually exist?

5. Of all the things discussed here, which were in your mind (and increased your desire or willingness to begin a learning episode) at the beginning of the learning project? When and how did the others arise?

6. Since the beginning of the learning project, have there been any changes at all in any of these things we have talked about -- in addition to the changes we have already discussed?

Did S und this factor clearly? NO YES Couldn't distinguish ___

In S's mind, did this factor seem vague rather than definite?
DEF VAGUE (explain) OTHER (explain)

(18-5)

6. Sometimes a learner is motivated to find out something because he is puzzled or curious. His pleasure or satisfaction will come immediately from discovering the knowledge or information, quite apart from whether he remembers it.

For example, sometimes a person begins a learning episode because of his feeling of being puzzled by something. He may have a desire to understand something, or he wants to discover what something is really like. Or he wants to find out what is in a certain field or book. Or he has a question that he wants to answer.

Here are some particular examples to make this clearer:

1. He has always been fascinated by the field of psychology, and wants to see what this field contains.

2. He is curious about a certain book, and wants to explore its contents.

3. Computers have been a perplexing mystery to him, and he wants to reduce this feeling of mystery or ignorance.

4. He definitely wants to answer some question, such as "what do some people see in yoga?" or "why did dinosaurs become extinct?"

5. He travels to a certain geographical region because of his desire to see what it is like and to find out what is there.

6. A researcher wants to understand some phenomenon that puzzles him.

7. The learner wants to understand the reasons or causes for an accident, an illness, or a mate's request for a divorce.

In each example, his puzzlement or curiosity was strong before he went very far with the learning. That is, the curiosity or question or mystery was one reason for beginning one or more learning episodes.

Also, this motivation is distinct from any desire to remember or use the knowledge. The satisfaction or other benefit occurs as soon as he discovers the information or knowledge, not later.

(19-E)

S number: Scale: begin: continue: Factor number 6

1. What were the specific questions or puzzles: what did you want to understand or discover?

2. Which of these was in your mind (and increased your desire to learn) at the beginning of the learning project? When did the others arise?

3. What aroused your curiosity?

4. Since the beginning of the learning project, have there been any changes at all in any of these things we have talked about -- in addition to the changes we have already discussed?

Did S und this factor clearly? NO YES Couldn't distinguish ___

In S's mind, did this factor seem vague rather than definite?
DEF VAGUE (explain) OTHER (explain)

7. Sometimes a learner definitely wants to gain and retain certain knowledge and skill, and expects some benefit apart from using it or showing other people that he has it.

The satisfaction, pleasure, or other internal benefits come from the possession of the knowledge and skill -- from having it, rather than using or demonstrating it.

These benefits come in the future (after he has gained and retained the knowledge and skill) rather than while he is obtaining it.

Here are some examples:

1. He regards himself more highly after he reaches a certain level in playing a sport, game, or musical instrument, though he no longer plays.

2. He expects to feel more confident or self-assured, or to have greater regard or respect for himself, when he possesses the knowledge and skill.

3. He wants to have his own set of beliefs about religion, or about the nature and future of man.

4. He feels more confident in his job because he is able to handle any task performed by the people he supervises, although he is certain he will never have to do so.

5. He feels that everyone should have this knowledge and skill; "it is a good thing to know."

In all examples, the satisfaction or other internal benefits come from merely possessing or retaining the knowledge and skill. They are distinct from any benefits from the possibility of using the knowledge and skill, or from other people knowing that he possesses it.

(21-E

S number: Scale: begin: continue: Factor number 7

1. Which parts of the knowledge and skill did you want to retain because of this factor?

2. What motivated you: what internal benefits did you expect or receive? Which were especially important?

3. Which benefits were in your mind (and increased your desire to learn) at the beginning of the learning project? When and how did the others arise?

4. Since the beginning of the learning project, have there been any changes at all in any of these things we have talked about -- in addition to the changes we have already discussed?

Did S und this factor clearly? NO YES Couldn't distinguish ___

In S's mind, did this factor seem vague rather than definite?
DEF VAGUE (explain) OTHER (explain)

(22-5)

8. Sometimes a learner enjoys receiving the content or knowledge.

For example, he may enjoy reading or hearing certain information or subject matter. Or he may like the mental stimulation of receiving new intellectual experiences, new ideas, and new approaches. Or he may like the stimulation of a variety of sights and sounds.

In other words, he obtains some immediate pleasure from receiving the knowledge or subject matter.

For example, he finds it interesting, fascinating, stimulating, or enjoyable. The benefits come directly from the content or information itself. He may receive the content by reading, listening, looking, or any other method.

The enjoyment we are now talking about is distinct from any desire to remember the content. And it is distinct from a strong desire to find the answers to certain questions, or to reduce one's feeling of puzzlement or curiosity about some specific thing.

(23-L

S number: Scale: begin: continue: Factor number 9

1. Which <u>parts</u> of the content did you enjoy receiving? Which were <u>especially</u> enjoyable?

2. <u>Why</u> did you enjoy receiving this content? What <u>aspects</u> or characteristics of the content provided your pleasure? Which were <u>especially</u> important?

3. <u>When</u> did this enjoyment (or your anticipation of it) first begin to increase your desire or willingness to begin a learning episode?

4. By what methods did you receive the content?

5. Since the beginning of the learning project, have there been any changes at all in any of these things we have talked about -- in addition to the changes we have already discussed?

Did S und this factor clearly? NO YES Couldn't distinguish ___

In S's mind, did this factor seem vague rather than definite?
DEF VAGUE (explain) OTHER (explain)

(24-3)

9. Sometimes a learner enjoys performing the activity in which he is trying to improve his skill.

In other words, he expects some immediate pleasure or satisfaction because he is performing this skill or activity.

We include only learning episodes. That is, we include the expected enjoyment only during episodes in which his primary goal is to improve his skill in the activity being performed or practised.

Some possible activities in which he might be trying to improve are playing a certain sport or game, chairing a committee, oil painting, interviewing people, dancing, playing a musical instrument, performing some responsibility.

The satisfaction or pleasure comes directly from some essential or usual aspect of the activity. For example, he may enjoy the exercise and challenge of playing tennis.

(25-E)

S number: Scale: begin: continue: Factor number 9

1. Precisely what is the activity or skill (or the parts of it) that you enjoyed performing?

2. When did this enjoyment (or your anticipation of it) first begin to increase your desire or willingness to begin a learning episode?

3. Why did you enjoy performing this skill? Exactly which aspects provided the pleasure? Which aspects were especially important?

4. Since the beginning of the learning project, have there been any changes at all in any of these things we have talked about -- in addition to the changes we have already discussed?

Did S und this factor clearly? NO YES Couldn't distinguish ___

In S's mind, did this factor seem vague rather than definite?
DEF VAGUE (explain) OTHER (explain)

(26-5)

10. Sometimes, during a learning episode, a person is pleased or "feels good" because he is learning well or successfully.

He has proved to himself that he <u>can</u> master this knowledge and skill. Or he has faced the challenge of planning and conducting his own learning, and he feels victorious because he progresses well.

In short, the learner is pleased by the effectiveness or speed of his attempt to learn. He enjoys meeting a challenge, and feeling successful as a learner.

This is an <u>immediate</u> feeling or benefit while learning. It is separate from the pleasure of realizing that he will now <u>possess</u> the knowledge and skill, or be able to use it.

It also is distinct from proving to other people that he can learn.

(27-E

S number: Scale: begin: continue: Factor number 10

1. Exactly <u>what</u> pleased you?

2. Exactly <u>why</u> did it please you?

3. <u>When</u> did this pleasure (or your anticipation of it) first begin to increase your desire or willingness to begin a learning episode.

4. Since the beginning of the learning project, have there been any changes at all in any of these things we have talked about -- in addition to the changes we have already discussed?

Did S und this factor clearly? NO YES Couldn't distinguish ___

In S's mind, did this factor seem vague rather than definite?
DEF VAGUE (explain) OTHER (explain)

(25 S

11. Sometimes a person feels satisfied or happy <u>because he is trying to learn</u>. He feels pleased that he is <u>learning</u> at this particular time instead of engaging in some other activity.

Perhaps he is pleased whenever he can find time for learning, and feels unhappy if several days pass without some effort to learn something. Perhaps learning is almost a habit or hobby for him.

Here are some examples:

-- he enjoys reading, and tries to set aside some definite times for this activity;

-- he thinks more highly of himself when he is learning; he feels he is doing the right thing;

-- he enjoys the adventures and problems that a learner experiences;

-- he enjoys exercising his mind, and does not want it to become stagnant.

All of these reasons are distinct from those on previous sheets.

S number: Scale: begin: continue: Factor number 29-E 11

1. Exactly what is the good feeling: happiness, satisfaction, enjoyment, something else?

2. What made you feel good? Which of these were especially important?

3. Why did these things make you feel good?

4. When did this feeling (or your anticipation of it) first begin to increase your desire or willingness to begin a learning episode?

5. Since the beginning of the learning project, have there been any changes at all in any of these things we have talked about -- in addition to the changes we have already discussed?

Did S und this factor clearly? NO YES Couldn't distinguish ___

In S's mind, did this factor seem vague rather than definite?
DEF VAGUE (explain) OTHER (explain)

(30-S)

12 Sometimes a learner begins reading a certain book as one step toward gaining the knowledge and skill. Then, as he reads the book, he may find that completing it has itself become a goal.

Or, after he has begun some topic or phase that is one step toward the total knowledge and skill, he may develop a need (or feel a commitment) to complete that topic or phase.

Or the act of beginning the entire learning project may itself create a desire to carry it through to completion.

In other words, the learner's desire to complete something once he has begun it turns out to be one sort of motivation for continuing the learning. If he stops before completing this phase or reaching a certain level, he will feel he has failed or quit.

This factor occurs <u>within</u> the learner; it does not depend on the reactions of other people.

S number: Scale: begin: continue: Factor number (31-L) 12

1. What was the commitment, goal, phase, or thing to be completed?

2. Why did you want to complete it?

3. When did the desire arise? What aroused it?

4. Since the beginning of the learning project, have there been any changes at all in any of these things we have talked about -- in addition to the changes we have already discussed?

Did S und this factor clearly? NO YES Couldn't distinguish ___

In S's mind, did this factor seem vague rather than definite?
DEF VAGUE (explain) OTHER (explain)

(32-5)

- 13. A learner may expect to find some benefit in the circumstances of the learning episode that have no necessary connection with the content or the learning activities. That is, the same sort of benefit could be obtained from some <u>other</u> activities or content, too.

Here we exclude the benefits described on previous sheets. We also exclude any benefits from actually obtaining the knowledge and skill. Here we mean that <u>while</u> performing other learning activities (or <u>because</u> he performed them) the person obtained some pleasure or other benefit.

Here are some examples:

- conversation just before or after a class
- a chance to meet people in the bar after a game
- a quiet, peaceful atmosphere away from the family while reading
- desire to accompany one's spouse
- companionship while sitting in an audience with a friend
- an excuse for getting away from the house for a while.

(33-E)

S number: Scale: begin: continue: Factor number 13

1. In detail, explain the aspects or circumstances that provided the benefits. Which aspects were especially important?

2. What precisely were the benefits? Which were especially important?

3. Why did these aspects provide these benefits?

4. Which aspects and benefits were present in your mind (and increased your desire to begin a learning episode) at the beginning of the learning project? When did the others arise?

5. In what ways (if any) were the benefits connected to the particular learning activities and content of this project?

6. Could the same benefits have been obtained just about as easily and efficiently from some other activity? If not, why not?

7. Since the beginning of the learning project, have there been any changes at all in any of these things we have talked about -- in addition to the changes we have already discussed?

Did S und this factor clearly? NO YES Couldn't distinguish ___

In S's mind, did this factor seem vague rather than definite?
DEF VAGUE (explain) OTHER (explain)

(34-E)

Now ask S to select the most important reason for beginning and continuing his learning project. Give him only the sheets he said might be most important (plus perhaps other sheets marked "very strong"). If necessary, let him select one for beginning and another for continuing. If necessary, let him select two "tied" reasons for beginning or continuing or both.

If he selects factor 2, 3, or 4 as first choice or tied (for either beginning or continuing) give S the sheet about why he bothered to learn and then about areas of life.

a. If NO, be sure you agree. If YES, record the details of why S did not choose this possibility. If he could have paid someone, try hard to discover whether (and how) S compared the cost (time, effort, and money) of the two possibilities.

b, c, d, and e, Ask whether this was part of his reasons for learning. Record the details.

If you get several reasons, try to discover which one or two were most powerful.

"When did you become aware that it would be necessary or desirable to spend a fair amount of time learning? (Pause) What made you aware of it?"

(35-5)

You have just indicated that your expectation of using or applying the knowledge and skill in some way was the most important reason for trying to learn.

You wanted to make some decision, impart some knowledge, pass an exam, perform some activity, or perform some other responsibility or task. As part of your effort to do so, you spent some time trying to learn.

Now I want to understand your reasons for deciding to spend some time, effort, and money at this learning.

a. Could you have persuaded or paid someone else to perform the task? Let's discuss this before you continue reading.

b. Perhaps part of your reason for learning was that you had to learn in order to complete the task <u>at all</u> -- even at the lowest possible level; that is, you could not have performed the task at all before learning certain knowledge and skills that you did not already have.

c. Perhaps you <u>could</u> have completed the task at the absolutely minimum level without learning. However, perhaps you expected to achieve it <u>faster</u> by learning. In other words, you expected that the <u>total</u> time spent performing the task would be minimized because you would save more time than you spent at the learning.

d. In part "b" we talked about a minimum necessary level. If there was such a minimum level in your project, perhaps you nonetheless learned <u>more</u> than necessary, because you wanted to perform at a level <u>above</u> the bare minimum.

If there was no minimum level, perhaps you wanted to learn in order to <u>improve</u> the level at which you would perform the task. Perhaps one reason for learning was to make a better decision or product, or perform the responsibility more successfully, or receive a higher mark on the exam than you could without that learning. Or perhaps you wanted to increase the <u>probability</u> of being successful. Or perhaps you wanted to play some sport or musical instrument at a higher level.

Or perhaps you felt at times that you were learning "too much" -- more than really necessary for completing the task or reaching the desired level.

Did you have any of these reasons for learning?

If so, did you have some of the following reasons for wanting a higher level?

-- to save time later
-- to save money later
-- to avoid undesirable consequences or unpleasant feelings
-- to feel more confident
-- to receive praise
-- to feel satisfaction in doing a good job

What <u>other</u> reasons did you have for wanting a higher level?

e. Perhaps you learn because this is your <u>habitual</u> way of approaching a task. Or perhaps it was not a conscious decision at all. Perhaps you did not really estimate and consider the amount of time, effort, and money required for learning.

(36-5)

In which areas of your life did you expect to use or apply the knowledge and skill?

1. YOURSELF: To know and understand yourself better; to work out the meaning of your life or your own philosophy of life; to work out your own fundamental purposes or goals.

primarily____ a little____

2. YOUR HOME AND FAMILY: raising a child, managing family finances; buying things for your home or family; repairing your house or apartment.

primarily____ a little____

3. YOUR STUDIES: your course work, exams, or thesis as a part-time or full-time student enrolled in an educational institution.

primarily____ a little____

4. YOUR JOB: your full-time job (current or future); your usual occupation (excluding housewife); consulting or free-lance work; earning money.

primarily____ a little____

5. VOLUNTEER WORK: work in the community; church work; committee work; political work; or other volunteer work.

primarily____ a little____

6. RECREATION: a sport, game, musical instrument, or other recreational activity engaged in primarily for your own pleasure.

primarily____ a little____

7. YOUR FRIENDS AND RELATIVES: helping a friend or a relative (other than a member of your family living in your home); trying to be more effective in your relations with friends and relatives.

primarily____ a little____

(37-E)

"Did some person, event, announcement, or something else act as an impetus or triggering stimulus to your desire to begin the learning project?"

"Did you initiate or accept a certain task because it would encourage you to learn? (Pause) Did someone else assign the task to you because he wanted you to learn the knowledge and skill, or he thought you would like to do so?"

"Did you decide to learn <u>something</u>, and then choose this particular thing to learn? (Pause) Did this particular way of improving yourself grow out of your general desire to improve yourself?"

"Do you <u>often</u> begin a learning project? Are you usually in the middle of learning two or three different things?"

(35-L)

"Now let's check that first mimeographed sheet - the one you have kept for your own use - to see whether all of the reasons you jotted down for the bottom question have been covered. Are there any reasons at all that we haven't discussed thorcughly while looking at these various sheets?"

(If the learning project has ceased or tapered off) "Why did you stop learning the knowledge and skill (or taper off)? Did you achieve what you set out to achieve? Did you find that you were learning the wrong knowledge and skill? Did you find that the learning activities required far more time, effort, money, or patience than you had predicted?"

"Here is one last sheet." (pause)

"Well, we certainly are very grateful for your helping our research so well. Thank you very much. We really appreciate people helping out this way. And, of course, we always need <u>more</u> volunteers. If you think of anyone else who might be willing to talk with me, please let me know."

(37-5)

Name :

Mailing address :

Telephone number(s) :

Occupation :

Please mark <u>each</u> of these that you have completed :

____ grade 12

____ equivalent of Grade 12

____ grade 13

____ at least six months (full-time) of training or professional preparation

____ first year of college (or six college subjects)

____ a first college degree

____ a second college degree (for example, a master's degree)

Age : ____ 20 or less

____ 21 - 29

____ 30 - 39

____ 40 - 49

____ 50 - 59

____ 60 - 69

____ 70 or more